

Prentice Hall Realidades © 2008, Level 1
Correlated to:
Utah Foreign Language Core Curriculum, (Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL ONE: COMMUNICATE in Languages Other Than English	
<i>Rationale - Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.</i>	
Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify sound patterns and writing systems of the target language.	SE/TE: 13, 39, 61, 89, 113, 136, 155, 183, 210, 236, 257, 285, 310, 329, 357, 380, 414, 438, 462 TR: Resource Book: Cap. 2A, Audio Script, Cap. 8A, Audio Script TECH: Practice Answers on Transparencies; Audio Program: CD: Cap. 1A, Track 19; Cap. 1B, Track 11; Cap. 2A, Track 13; Cap. 2B, Track 13; Cap. 3A, Track 13; Cap. 3B, Tracks 8-9; Cap. 4A, Tracks 10-11; Cap. 4B, Track 13; Cap. 5A, Tracks 12-13; Cap. 5B, Track 11; Cap. 6A, Track 13; Cap. 6B, Track 13; Cap. 7A, Track 10; Cap. 7B, Track 11; Cap. 8A, Tracks 7-8; Cap. 8B, Track 12; Cap. 9A, Track 14; Cap. 9B, Track 12
B. Express basic physical needs.	SE/TE: 253
C. Express basic courtesies and appropriate nonverbals.	SE/TE: 2, 3, 5, 22, 106, 333 TR: Resource Book: Para Empezar, Clip Art; Para Empezar, Audio Script; TPR Storytelling Book: Para Empezar TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 21,134; Audio Program: CD: Para Empezar, Tracks 1-4, 25
D. Create simple descriptions.	SE/TE: 56, 57, 59, 63, 65, 88, 97, 107, 121, 159, 161, 181, 195, 227, 245, 252, 256, 260, 269, 277, 279, 283, 289, 327, 329, 335, 343, 350, 386, 397, 430, 431, 459 TR: Resource Book: Cap. 2A, Clip Art; Cap. 5B, Audio Script

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<p style="text-align: right;">(Continued)</p> <p>D. Create simple descriptions.</p>	<p style="text-align: right;">(Continued)</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 40-41, 79, 111; Fine Art Transparencies; Audio Program: CD: Cap. 2A, Track 13; Cap. 2B, Track 14; Cap. 5A, Track 14; Cap. 5B, Tracks 6, 9</p>
<p>E. Express likes and dislikes.</p>	<p>SE/TE: 29, 30, 31, 33, 37, 47, 79, 80, 130, 131, 135, 136, 153, 159, 169, 202, 205, 211, 227, 255, 279, 280, 283, 353, 379, 389, 430</p> <p>TR: Resource Book: Cap. 1A, Audio Script; Cap. 3A, Audio Script; Cap. 3B, Audio Script; Cap. 9A, Audio Script</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 71; Audio Program: CD: Cap. 1A, Track 9; Cap. 3A, Track 10; Cap. 3B, Track 15; Cap. 9A, Track 6</p>
<p>F. Express agreement and disagreement.</p>	<p>SE/TE: 30, 31, 37, 38, 154, 157, 279, 371, 379</p> <p>TR: Resource Book: Cap. 7B, Audio Script</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 32-33; Audio Program: CD: Cap. 7B, Track 16</p>
<p>G. Ask and answer questions.</p>	<p>SE/TE: 8, 11, 12, 15, 19, 20, 21, 47, 53, 58, 70, 78, 79, 80, 87, 105, 108, 111, 112, 129, 133, 136, 153, 154, 168, 178, 179, 186, 202, 204, 207, 227, 228, 229, 231, 233, 234, 237, 257, 258, 260, 261, 280, 281, 284, 285, 286, 287, 295, 303, 304, 309, 329, 330, 334, 351, 352, 353, 359, 361, 381, 382, 385, 386, 388, 406, 409, 411, 413, 423, 431, 433, 437, 447, 454, 456, 457, 459, 460, 461, 471</p> <p>TR: Resource Book: Cap. 1A, Audio Script; Cap. 6A, Audio Script</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 2, 11, 15-17, 20, 55, 95, 111, 130-131, 142, 158, 172; Audio Program: CD: Cap. 1A, Track 22, Cap. 6A, Track 12; Cap. 7A, Track 5</p>
<p>H. Make and respond to simple requests.</p>	<p>SE/TE: 9, 204, 305, 306, 309, 319, 333</p> <p>TR: Resource Book: Para Empezar, Audio Script</p> <p>TECH: Practice Answers on Transparencies; Audio Program: CD: Para Empezar, Track 13</p>

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I. Participate in one-on-one Interactions.	SE/TE: 3, 5, 7, 8, 11, 12, 13, 15, 19, 21, 30, 31, 37, 38, 47, 56, 57, 58, 61, 71, 79, 80, 83, 108, 109, 129, 134, 141, 145, 153, 154, 157, 159, 177, 178, 186, 191, 202, 203, 204, 207, 219, 229, 230, 258, 261, 279, 282, 287, 295, 304, 306, 309, 327, 329, 330, 331, 334, 339, 350, 351, 355, 361, 362, 363, 379, 380, 382, 384, 397, 404, 411, 423, 431, 432, 435, 437, 447, 459, 471 TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 2, 31-32, 111, 118, 163, 164
Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Respond appropriately to directions, instructions, and commands.	SE/TE: 6, 12, 13 TR: Resource Book: Para Empezar, Audio Script TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 2, 3, 29, 111; Audio Program: CD: Para Empezar, Tracks 6, 7, 16, 17
B. Respond to simple oral or written descriptions. (Identify)	SE/TE: 9, 19, 20, 23, 32, 33, 50-51, 56, 60, 62, 84, 86, 105, 106, 107, 132, 133, 135, 158, 159, 161, 177, 230, 231, 237, 259, 276, 278, 284, 378, 431 TR: Resource Book: Para Empezar, Audio Script; Cap. 1A, Audio Script; Cap. 1B, Audio Script; Cap. 2A, Audio Script; Cap. 2B, Audio Script; Cap. 3A, Audio Script; Cap. 3B, Audio Script; Cap. 4A, Audio Script; Cap. 4B, Audio Script; Cap. 5A, Audio Script; Cap. 5B, Audio Script; Cap. 6A, Audio Script; Cap. 6B, Audio Script; Cap. 7B, Audio Script; Cap. 8A, Audio Script; Cap. 8B, Audio Script; Cap. 9A, Audio Script; Cap. 9B, Audio Script; TPR Storytelling Book TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 15- 17, 20, 27, 36, 40-41, 71, 72; Audio Program: CD: Para Empezar, Tracks 12-13, 22; Cap. 1A, Track 8; Cap. 1B, Tracks 1-2, 3, 8, 11; Cap. 2A, Tracks 9, 10; Cap. 3A, Track 10; Cap. 3B, Track 11; Cap. 4A

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(Continued) B. Respond to simple oral or written descriptions. (Identify)	(Continued) TECH: Track 6; Cap. 5B, Track 9; Cap. 6A, Tracks 6, 9, 12; Cap. 8A, Track 5; Cap. 9A, Track 7
C. Read and respond to developmentally appropriate materials.	<p>SE/TE: 2, 4, 7, 8, 14, 18, 21, 29, 30, 35, 38, 47, 53, 54, 59, 64, 71, 78, 97, 105, 108, 111, 112, 114-115, 121, 127, 128, 131, 138-139, 145, 148-149, 155, 161, 169, 172-173, 176, 181, 184, 185, 187, 188-189, 195, 198-199, 207, 209, 211, 212-213, 219, 222-223, 226, 228, 230, 231, 232, 233, 234, 245, 248-249, 252, 254, 256, 259, 262-263, 269, 272-273, 277, 279, 281, 283, 286, 287, 288-289, 295, 298-299, 302, 307, 310, 311, 312, 313, 319, 322-323, 328, 332, 333, 336-337, 343, 346-347, 350, 351, 352, 358-359, 361, 364-365, 371, 374-375, 379, 387, 390-391, 397, 400-401, 405, 407, 408, 409, 412, 415, 416-417, 423, 426-427, 432, 433, 439, 440-441, 447, 450-451, 454, 455, 456, 462, 463, 464-465, 471</p> <p>TR: TPR Storytelling Book; Resource Book: Para Empezar, Audio Script; Cap. 1A, Audio Script; Cap. 1B, Audio Script; Cap. 2A, Audio Script; Cap. 2B, Audio Script; Cap. 3A, Audio Script; Cap. 3B, Audio Script; Cap. 4A, Audio script; Cap. 4B, Audio Script; Cap. 5A, Audio Script; Cap. 5B, Audio Script; Cap. 6A, Audio Script; Cap. 6B, Audio Script; Cap. 7A, Audio Script; Cap. 7B, Audio Script; Cap. 8A, Audio Script; Cap. 8B, Audio Script; Cap. 9A, Audio Script; Cap. 9B, Audio Script;</p> <p>TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 14-18, 21, 22, 24, 25-26, 30, 31, 47, 55, 65-66, 78, 79, 81-82, 88, 89-90, 95, 96-97, 102, 103, 104-105, 106-107, 112-113, 120-121, 122-123, 126, 127, 128-129, 136-137, 143-144, 151-152, 159-160, 161-162, 164, 166-167; Audio Program: CD: Para Empezar, Tracks 1-4, 8, 9, 10, 18-19, 21; Cap. 1A, Tracks 13-18; Cap. 1B, Track 14; Cap. 2A, Track 15; Cap. 2B, Tracks 8, 15; Cap. 3A, Tracks 1-6, 15; Cap. 3B, Tracks 1-5, 15; Cap. 4A, Tracks 1-5, 16; Cap. 4B, Tracks 1-4, 15; Cap. 5A, Tracks 1-4, 15; Cap. 5B, Tracks 1-6, 15; Cap. 6A, Tracks 1-5, 16; Cap. 6B, Tracks 1-6, 15; Cap. 7A, Tracks 1-5, 16; Cap. 7B, Tracks 1-6, 16; Cap. 8A, Tracks 1-5, 13; Cap. 8B, Tracks 1-5, 14; Cap. 9A, Tracks 1-5, 16; Cap. 9B, Tracks 1-5, 14</p>

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D. Respond to speech of peers and adults students know.	SE/TE: 3, 5, 8, 33, 56, 83, 85, 105, 111, 154, 159, 186, 202, 229, 305
E. Identify aural, visual, and contextual clues.	SE/TE: 13, 28, 35, 40, 53, 64, 76, 90, 102, 114, 138, 150, 163, 174, 200, 212, 224, 250, 262, 274, 288, 300, 312, 324, 336, 348, 364, 376, 390, 402, 416, 428, 441, 464
F. Comprehend and respond to simple personal written communication such as notes, invitations, and letters.	SE/TE: 40-41, 180, 181, 203, 206, 235, 238-239, 306 TR: Resource Book: Cap. 4B, Audio Script TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 37-38; Audio Program: CD: Cap. 4B, Tracks 6, 9;
G. Identify main ideas and key words in oral and written material.	SE/TE: 26-27, 28-29, 52-53, 74-75, 100-101, 102-103, 148-149, 150-151, 162-163, 172-173, 174-175, 188-189, 198-199, 200-201, 222-223, 224-225, 235, 242-243, 248-249, 262-263, 266-267, 272-273, 274-275, 286, 286, 288-289, 292-293, 298-299, 300-301, 302, 307, 308, 311, 312-313, 316-317, 322-323, 326, 328, 330, 336-337, 340-341, 346-347, 354, 358-359, 364-365, 368-369, 374-375, 380, 387, 390-391, 394-395, 400-401, 404, 407, 409, 413, 4416-417, 420-421, 426-427, 428-429, 430, 432, 433, 436, 440-441, 444-445, 450-451, 455, 456, 463, 464-465, 468-469 TR: TPR Storytelling Book; Resource Book: Para Empezar, Audio Script; Cap. 1A, Audio Script; Cap. 1B, Audio Script; Cap. 2A, Audio Script; Cap. 2B, Audio Script; Cap. 3A, Audio Script; Cap. 3B, Audio Script; Cap. 4A, Audio Script; Cap. 4B, Audio Script; Cap. 5A, Audio Script; Cap. 5B, Audio Script; Cap. 6A, Audio Script; Cap. 6B, Audio Script; Cap. 7A, Audio Script; Cap. 7B, Audio Script; Cap. 8A, Audio Script; Cap. 8B, Audio Script; Cap. 9B, Audio Script; Cap. 9B, Audio Script TECH: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 32-33, 34-35, 42-43, 48-49, 59-60, 73-74, 80, 81-82, 83-84, 87, 88, 89-90, 91-92, 96-97, 98-99, 104-105, 106-107, 112-113, 114-115, 120-121, 126, 128-129, 130-131, 136-137, 138-139, 143-144, 145-146, 151-152, 153-154, 158, 159-160, 164, 166-167, 168-169; Video Program: Cap. 1A-Cap. 9B; Audio Program: CD: Cap.1A, Tracks 1-5; Cap. 1B, Track 5; Cap. 2A, Tracks 1-5; Cap. 2B, Tracks 1-5

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(Continued) G. Identify main ideas and key words in oral and written material.	(Continued) TECH: Cap. 3A, Tracks 1-5; Cap. 3B, Tracks 1-4; Cap. 4A, Tracks 1-5; Cap. 4B, Tracks 1-5; Cap. 5A, Tracks 1-4, 9; Cap. 5B, Tracks 1-5; Cap. 6A, Tracks 1-5; Cap. 6B, Tracks 1-6, 10; Cap. 7A, Tracks 1-7, 11; Cap. 7B, Tracks 1-6, 9; Cap. 8A, Tracks 1-5; Cap. 8B, Tracks 1-6, 11; Cap. 9A, Tracks 1-6, 11; Cap. 9B, Tracks 1-6
Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Give directions, commands, and instructions.	SE/TE: 305, 306, 309, 319
B. Give a description using phrases or simple sentences.	SE: 19, 20, 29, 47, 54, 57, 59, 62, 63, 71, 79, 88, 112, 134, 145, 154, 157, 159, 205, 208, 209, 227, 237, 252, 253, 256, 277, 279, 281, 282, 283, 295, 304, 326, 327, 329, 333, 335, 343, 350, 353, 371, 382, 404, 406, 408, 430, 431, 435, 437, 447, 456, 457, 459 TE: 59, 249, 270, 426, 427, 434, 435
C. Write a personal communication.	SE: 41, 121, 184, 195, 215, 219, 145, 306, 471 TE: 76, 223, 235, 262, 288
D. List main ideas of selected authentic or contextualized material.	SE/TE: 38, 78, 90-91, 114-115, 131, 136, 137, 138-139, 151, 155, 157, 161, 162-163, 176, 179, 180-181, 185, 187, 188-189, 200-201, 207, 209, 211, 212-213, 224-225, 231, 233, 235, 238-239, 242-243, 250-251, 255, 259, 262-263, 266-267, 274-275, 283, 286, 288-289, 292-293, 266-267, 274-275, 283, 286, 288-289, 292-293, 300-301, 306, 307, 311, 312-313, 316-317, 324-325, 336-337, 340-341, 348-349, 352, 358-359, 364-365, 368-369, 376-377, 379, 381, 387, 388, 390-391, 394-395, 402-403, 405, 407, 409, 415, 416-417, 420-421, 428-429, 432, 433, 434, 440-441, 444-445, 452-453, 454, 456, 462, 463, 464-465, 468-469

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E. List events.	SE: 38, 86, 97, 129, 169, 181, 182, 186, 206, 207, 269, 285, 287, 303, 308, 309, 319, 331, 354, 357, 362, 378, 384, 386, 397, 411, 413, 423 TE: 90
F. Present prepared material to an audience	SE: 33, 43, 67, 92, 93, 117, 141, 165, 191, 215, 216, 229, 241, 260, 261, 265, 280, 291, 315, 335, 339, 367, 393, 419, 439, 443, 460, 467 TE: xxxii-a, 24-a, 28, 36, 42, 72-a, 87, 92, 110, 115, 112-a, 126, 142, 152, 157, 157, 170-a, 174, 179, 190, 204, 208, 212, 216, 220-a, 244, 254, 258, 260, 261, 270-a, 304, 309, 310, 311, 312, 320-a, 352, 357, 359, 362, 365, 372-a, 378, 386, 387, 389, 404, 406, 408, 415, 424-a, 442, 444, 454, 457, 458, 466, 469
GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES	
<i>Rationale - Studying another language provides , students a unique opportunity to understand different , cultures by discovering the practices and perspectives of the target cultures.</i>	
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify and react to perspectives and practices in the, cultures.	SE: xxxii, 16, 27, 31, 66, 86, 91, 97, 106, 113, 116, 121, 123, 134, 156, 160, 163, 164, 169, 170, 181, 185, 205, 213, 214, 219, 220, 238- 239, 245, 246, 260, 264, 269, 287, 295, 314, 319, 324-325, 335, 343, 344, 350, 362, 363, 366, 371, 394, 397, 405, 407, 412, 418, 423, 434, 464, 465, 466, 471 TE: 37, 75, 85, 91, 99, 101, 105, 113, 159, 173, 189, 200, 209, 213, 229, 238, 253, 273, 317, 325, 335, 435, 347, 349, 355, 453, 465
B. Recognize and discuss language and behaviors that are evident in the target cultures.	SE: xxxi, 2, 5, 66, 71, 80, 92, 191, 239, 253, 323, 442, 447 TE: 3, 5, 79, 203, 369, 372-b
C. Identify some commonly held generalizations about the cultures studied.	SE: 98

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D. Identify social and geographic factors that impact cultural practices.	SE: xvi-xxix, 20, 27, 44-45, 68-69, 94-95, 106, 116, 118-119, 131, 142-143, 160, 164, 166-167, 177, 1952-193, 216-217, 230, 231, 262-263, 336-337, 384, 390-391, 418, 454, 455 TE: xvi-xxix, 15, 21, 29, 31, 39, 53, 73, 127, 157, 175, 177, 181, 187, 211, 231, 281, 303, 337, 340, 359, 371, 381, 391, 407, 411, 415, 429, 435
E. Identify common words, phrases, and idioms that reflect the cultures.	SE: 66, 181, 92, 178, 235, 285, 387, 464-465, TE: xxiii, 72-b, 79, 81, 133, 147, 149, 151, 153, 160, 161, 235, 389, 435
Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify some products of the target countries.	SE: xvi-xxix, 34, 65, 106, 134, 137, 138-139, 141, 142-143, 145, 152, 157, 159, 160, 162-163, 164, 166-167, 185, 189, 192-193, 205, 226, 235, 240, 260, 289, 290, 295, 303, 314, 319, 328, 336-337, 339, 343, 350, 363, 365, 383, 384, 392, 397, 406, 412, 437, 464-465, 471 TE: xxxii-b, 24-b, 65, 85, 91, 99, 109, 113, 122-b, 125, 127, 129, 131, 137, 139, 151, 157, 161, 170-b, 181, 185, 189, 199, 205, 220-b, 223, 225, 227, 251, 255, 259, 261, 263, 270-b, 273, 289, 293, 307, 320-b, 328, 329, 331, 333, 345, 351, 353, 363, 365, 373, 383, 406, 412, 415, 424-b, 445, 453, 465
B. Identify the expressive forms of the target cultures such as art, literature, music, dance, and drama.	SE: 24, 34, 35, 42, 47, 48, 68, 72, 92, 94-95, 98, 122, 147, 170, 177, 183, 185, 189, 190, 195, 220, 231, 236, 246, 270, 279, 296, 313, 314, 319, 320, 324, 335, 344, 356, 372, 397, 406, 424, 431, 434, 437, 448, 454, 455 TE: 25, 35, 42, 49, 68, 73, 99, 123, 147, 171, 183, 185, 189, 199, 221, 231, 236, 247, 253, 271, 279, 287, 297, 313, 321, 327, 335, 345, 356, 357, 372-b, 373, 383, 406, 424-b, 425, 431, 437, 439, 449, 454, 455 TR: Resource Book: Fine Art Transparencies Teacher's Guide; TECH: Fine Art Transparencies: Practice Answers on Transparencies; Vocabulary and Grammar Transparencies: 14-18

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(Continued) B. Identify the expressive forms of the target cultures such as art, literature, music, dance, and drama.	(Continued) TECH: Audio Program: CD: Cap 1A, Tracks 13-18
C. Identify objects, images, and symbols of the target cultures.	SE: 17, 58, 65, 81, 106, 109, 118, 152, 209, 213, 230, 231, 282, 290, 328, 390-391, 392 TE: 109, 231, 282, 328, 329, 333, 391 TECH: Vocabulary and Grammar Transparencies: 17
D. Identify the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	SE: 24, 34, 35, 42, 47, 48, 68, 72, 92, 94-95, 98, 122, 147, 170, 177, 183, 185, 189, 190, 195, 220, 231, 236, 246, 270, 279, 296, 313, 314, 319, 320, 324, 335, 344, 356, 372, 397, 406, 424, 431, 434, 437, 448, 454, 455 TE: 25, 35, 42, 49, 68, 73, 99, 123, 147, 171, 183, 185, 189, 199, 221, 231, 236, 247, 253, 271, 279, 287, 297, 313, 321, 327, 335, 345, 356, 357, 372-b, 373, 383, 406, 424-b, 425, 431, 437, 439, 449, 454, 455 TR: Fine Art Transparencies Teacher's Guide TECH: Fine Art Transparencies
E. Identify and explain needs and behaviors as reflected in laws, advertisements, and exports and imports.	SE: xvi-xxix, 127-125, 136, 137, 161, 185, 188-189, 209, 211, 233, 260, 263, 305, 310, 334, 335, 381, 400, 409, 426, 427, 433, 462 TE: 311
F. Identify contributions of diverse groups within the target cultures.	SE: 13, 17, 44, 68-69, 81, 118-119, 192, 196, 216-217, 362, 454, 455 TE: 17, 53, 814, 153, 169, 197, 362, 435, 437
G. Recognize the effects of the target cultures on individuals within their society.	SE: 113, 181, 253 TE: 113, 181

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GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information		
<i>Rationale - Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.</i>		
Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.		
Progress Indicators		
Beginning		
<i>Students are able to:</i>		
A. Identify and apply, within a familiar context, information and skills common to other disciplines and language study.	SE:	xvi-xxix, 13, 17, 21, 24, 34, 35, 42, 44-45, 59, 72, 81, 88, 94-95, 98, 109, 116, 122, 131, 138-139, 140, 142-143, 146, 148, 153, 157, 164, 166-167, 170, 179, 180, 183, 187, 192-193, 196, 211, 220, 226, 230, 231, 236, 246, 259, 262-263, 270, 279, 281, 283, 287, 290, 296, 311, 320, 327, 329, 334, 335, 346, 358, 359, 372, 384, 388, 390-391, 407, 409, 416-417, 424, 433, 435, 448, 454, 463, 464-465
	TE:	xvi-xxix, 25, 34, 35, 42, 44-45, 49, 69, 73, 99, 123, 147, 171, 197, 221, 236, 247, 271, 297, 321, 327, 373, 384, 407, 449, 454
	TR:	Fine Art Transparencies Teacher's Guide
	TECH:	Fine Art Transparencies; Vocabulary and Grammar Transparencies: 12-18
B. Identify, through target language resources, information for use in other disciplines.	SE/TE:	21, 114-115, 155, 230, 231, 259, 286, 311, 336-337, 358-359, 381, 425, 433, 464-465
Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.		
Progress Indicators		
Beginning		
<i>Students are able to:</i>		
A. Identify information from sources intended for native speakers of the target language.	SE:	39, 92, 190, 209, 216, 238, 364-365, 387
	TE:	xxxii-b, 17, 24-b, 35, 53, 65, 72-b, 122-b, 129, 143, 149, 155, 167, 170-b, 175, 181, 183, 189, 199, 201, 205, 220-b, 225, 227, 231, 237, 255, 261, 263, 267, 270-b, 285, 287, 317, 320-b, 372-b, 381, 389, 391, 405, 417, 421, 424-b, 427, 429, 437, 445, 461

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B. Identify perspectives of the target cultures using authentic sources.	SE: 39, 92, 190, 209, 216, 238, 364-365, 387 TE: xxxii-b, 17, 24-b, 35, 53, 65, 72-b, 122-b, 129, 143, 149, 155, 167, 170-b, 175, 181, 183, 189, 199, 201, 205, 220-b, 225, 227, 231, 237, 255, 261, 263, 267, 270-b, 285, 287, 317, 320-b, 372-b, 381, 389, 391, 405, 417, 421, 424-b, 427, 429, 437, 445, 461
GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and Culture	
<i>Rationale - Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.</i>	
Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify borrowed words in the students' own language and in the target language.	SE: 81, 160, 178, 205, 303, 389, 435, 464-465 TE: xxiii, 81, 147, 160
B. Identify common cognates in the target language.	SE/TE: 34, 52-53, 57, 78, 212, 288, 352, 407, 416, 452, 464-465
C. Identify commonly occurring idiomatic expressions in the students' own language and in the target language.	SE: 38, 91, 135, 235, 255, 302 TE: 133, 135, 149, 235
D. Identify the structural patterns of the target language and compare them to the students' own language. (Syntax)	SE/TE: 5, 11, 13, 32, 33, 41, 55, 60, 62, 82, 84, 107, 110, 130, 132, 135, 158, 180, 184, 206, 208, 228, 232, 256, 258, 278, 280, 284, 305, 308, 330, 332, 354, 356, 360, 383, 385, 387, 408, 410, 412, 434, 436, 458, 460
Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE: xxxii, 5, 16, 31, 40-41, 66, 80, 86, 91, 92, 97, 113, 116, 121, 126-127, 160, 169, 177, 181, 185, 186, 190, 195, 214, 219, 220, 238-239

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(Continued) A. Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	(Continued) SE: 245, 246, 260, 264, 269, 286, 295, 303, 314, 319, 337, 350, 362, 363, 365, 371, 384, 405, 407, 423, 431, 456, 466, 471 TE: 1, 79
B. Identify similar and different behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	SE: xxxii, 5, 16, 31, 40-41, 66, 80, 86, 91, 92, 97, 106, 113, 116, 121, 126-127, 134, 160, 164, 169, 177, 181, 185, 186, 190, 195, 214, 219, 220, 238-239, 245, 246, 253, 260, 264, 269, 286, 295, 303, 314, 319, 333, 337, 350, 362, 363, 365, 371, 384, 405, 407, 423, 431, 442, 447, 456, 466, 471 TE: 1, 79, 106, 107, 123, 333, 442
C. Identify the various cultures within the students' own community.	SE/TE: 236, 437
D. Review products/contributions from the target cultures.	SE: xvi-xxix, 42, 47, 65, 68-69, 98, 131, 137, 138-139, 141, 145, 152, 156, 164, 205, 226, 279, 281, 282, 286, 287, 289, 296, 303, 313, 314, 320, 328, 338, 343, 356, 393, 406, 424, 431, 434, 439 TE: xvi, 24-b, 42, 122-b, 125, 127, 129, 131, 137, 139, 151, 170-b, 220-b, 270-b, 320-b, 424-b
GOAL FIVE: Participate in Multilingual COMMUNITIES	
<i>Rationale Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.</i>	
Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the target language in the students' daily lives.	SE: 39, 137, 236, 311, 335, 389 TE: 39
B. Locate resources in the community to research the target cultures.	SE: 39, 216, 236, 322, 335 TE: 333
C. Locate connections with the target communities through the use of technology, media, and other authentic resource.	SE: 39, 183, 242-243, 266-267, 292-293, 316-317, 340-341, 368-369, 394-395, 420-421, 437, 439, 444-445, 463, 468-469

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(Continued) C. Locate connections with the target communities through the use of technology, media, and other authentic resource.	(Continued) TE: xxxii-b, 17, 19, 24-b, 28, 35, 53, 64, 68, 69, 72-b, 80, 81, 88, 89, 91, 109, 122-b, 129, 143, 149, 154, 167, 170-b, 170, 175, 180, 183, 187, 188, 189, 190, 192, 199, 201, 202, 205, 207, 220-b, 224, 225, 227, 231, 237, 243, 255, 261, 263, 267, 270-b, 279, 283, 285, 287, 292, 310, 314, 317, 320-b, 322, 323, 331, 335, 342, 357, 359, 361, 362, 366, 372-b, 375, 377, 378, 381, 389, 390, 391, 405, 407, 415, 417, 424-b, 427, 429, 435, 437, 445, 449, 454, 461, 465
D. Identify authentic sources that provide viewpoints of other cultures toward the United States and its role in the world arena.	
E. Identify examples of the interdependence of the world's communities.	SE: 114-115, 131, 137, 139, 212-213, 216-217, 287, 263, 289, 298, 416-417, 463 TE: 114, 115, 122, 130, 157, 169, 409
Standard 5.2 Students develop skills of lifelong learners by using language for personal development.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify occupations which require or are enhanced by proficiency in more than one language.	SE/TE: 63, 111, 160, 210, 212-213, 261, 311, 363, 389, 415
B. Identify activities of the target cultures available in the students' community.	SE: 39, 89, 137, 182, 210, 216-217, 311, 335, 361, 389, 415, 437, 439 TE: 272, 363

Reference: <http://www.uen.org/core/core.do?courseNum=4700>

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